

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Analyzing the work of the family

Practical Problem

What should be done about the work of the family?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc. *Career Connection CD ROM*.
Reston, VA: 2003.

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit, Ohio State
University, 1996. Vocational Instructional Materials Laboratory

Background Information for this Lesson

Career and Family Leadership, Content Module 3

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

D.3 Analyze the changing roles of family members (Analysis)

Missouri Show-Me Goals/Standards Addressed

1.4 Use technological tools and other resources to locate, select and organize information

1.8 Organize data, information and ideas into useful forms (including charts, graphs, outlines)
for analysis or presentation

CA6 Participating in formal and informal presentations and discussions of issues and ideas

National Family and Consumer Sciences Standards Addressed

6.1.5 Examine the role of family in developing independence, interdependence, and
commitment of family members

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Identify the roles of family members. (Application)
2. Examine the composition of a scenario family. (Analysis)
3. Compare and contrast family roles in scenario families. (Analysis)

Instructional Strategies

1. Identify the roles of family members. (Application)
In small groups brainstorm the roles of family members. Review the steps and rules for brainstorming before beginning. (Communication)

Questions for Discussion/Formative Assessment

1. *What are the roles you have within your family?*
 2. *What are the roles your younger/older siblings your family?*
 3. *What roles do the adults in your family play?*
 4. *How did following the rules for brainstorming help generate roles of family members?*
2. Examine the roles of family scenarios. (Analysis)
In cooperative learning groups, identify and then examine the family roles for the following two families.
 - A. Family of five – 1 adult and 4 children, ages 10, 6, 5, 3.
 - B. Family of three – 2 adults, ages 75 and 80 (grandparents) on Social Security and 1 child age 16

Identify families in your community and discuss the roles the family members assume.
(Cooperation)

Questions for Discussion/Formative Assessment

1. *How did working in cooperative groups help with this assignment?*
 2. *What is the work of the family in each family scenario?*
 3. *What roles do the family members need to assume?*
 4. *What special concerns exist in each family?*
 5. *How close to real families are the scenarios?*
3. Compare and contrast family roles in family scenarios. (Analysis)
In cooperative groups develop a computerized chart or graph that compares and contrasts at least three roles each family member would play in two family scenarios.

Each computerized chart or graph must contain at least three roles for each person, be correctly labeled, and well organized.

Use the information from the graph/chart above and the “Integrate Work and Life” project (*Career Connection, CD*) to organize a video skit about the work of the family and the roles family members assume. Explain how families integrate their career/school, family and community roles to meet the needs of the family. Complete the “Integrate Work and Life” project sheet. Use the “Videotape Assessment” p. 111 (*Alternative Assessment*) to meet the criteria of an effective video presentation. Present your video and graph project to the class. (Cooperation, Technology, Communication, Leadership)

Questions for Discussion/Formative Assessment

1. *How was cooperation and leadership use while working in your groups?*
2. *How did technology help you to communicate the work of the family?*
3. *How did your own family roles come into play as you worked in a group, created the video?*

Assessments

Paper/Pencil:

1. On paper, list and give an example of roles of family members. (Application)
2. Prepare a list of rules for brainstorming that can be distributed to other members of the class. (Knowledge)
3. Prepare a written report comparing and contrasting the roles of family members. (Analysis)

Classroom Experience:

1. List and examine the roles of family members. See Instructional Strategy #2. (Analysis)
2. Assess the participation of group members as they work together in Instructional Strategies #2 and #3. Use "Habits of Mind Observation Assessment", p.83 of *Alternative Assessment*. (Application)

Application to Real Life:

1. Organize a video project as outlined in Instructional Strategy #3. Utilize the assessment tools noted in the strategy to evaluate your project. (Application, Analysis)
2. Develop criteria for a scoring guide to evaluate the computerized graph/chart developed in Instructional Strategy #3. Criteria should include at least: three roles for each person, labeled correctly, and information well organized. (Application)

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Changing Family Roles

Practical Problem

What should be done about the changing roles of family members?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc., “*Get Connected CD-Rom: Families First, Financial Fitness, Student Body, FACTS*”, “*Planning Process*”. Reston, VA: 2003.

Background Information for this Lesson

Career and Family Leadership, Content Module 3

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

D.3 Analyze the changing roles of family members (Analysis)

Missouri Show-Me Goals/Standards Addressed

4.3 Analyze the duties and responsibilities of individuals in society

SS6 Knowledge of relationships of individuals and groups to institutions and cultural traditions

National Family and Consumer Sciences Standards Addressed

6.1.4 Examine the roles of family in teaching culture and traditions across the life span

15.1.4 Determine societal conditions that impact parenting across the life span

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Identify multiple roles of individuals in the family. (Application)
2. Compare and contrast present and past family roles. (Analysis)
3. Analyze how and why family roles have changes. (Analysis)
4. Examine the effects changing roles in families have on society. (Analysis)

Instructional Strategies

1. Identify multiple roles of individuals in the family. (Application)
Handout Fact Sheet #2 "Role Definitions" p. 124, (*Career and Family Leadership*).
Identify roles you are currently experiencing in life and compare with a small group of students.

Using the fact sheet as a reference, brainstorm in small groups the roles of families today and of families past. (Critical thinking, Communication)

Questions for Discussion/Formative Assessment

1. *Why are your roles different from other students in the class?*
How do you think your roles might change over the life cycle?
How did identifying roles that you are currently experiencing help with brainstorming more ideas?
What critical thinking skills did you use as you brainstormed information?
What communication skills did you use as you brainstormed information?
How did you use the fact sheet to help with the brainstorming?
2. Compare and contrast present and past family roles. (Analysis)
Hand out a Venn diagram p. 73, (*Alternative Assessments*). Label the Venn diagram with "Roles of Families Today" and "Roles of Families Past". In small groups, compile the information brainstormed above on the Venn diagram. (Management, Critical Thinking, Communication)

Use the Internet to research past and present family roles and trends. Add your findings to your Venn diagram. (Technology)

Questions for Discussion/Formative Assessment

1. *How did using the Venn diagram help to manage the information your group brainstormed?*
What critical thinking skills did you use as you organized the information?
What communication skills did you use as you organized the information?
How did researching the internet support/change and/or add to your information?
3. Analyze how and why family roles have changes. (Analysis)
Interview three generations of family members about the role changes they have observed. Use Activity Sheet #3 "Changing Roles of Family Members", pp. 120-121, (*Career and Family Leadership*). Work with the students on how to conduct an interview. Be sure to include:
 - how to write interview questions
 - how to contact and thank the candidate
 - how to dress
 - the best time to visit with a candidate, etc.(Communication, Critical Thinking, Management)
4. Examine the effects changing roles in families have on society. (Analysis)
As a class develop a survey to gather information about people's attitudes about changing roles of family members and the effect that the changes have had on society. Ask each student to survey ten individuals. Remind students to use good communication skills.

Use the FCCLA Planning Process to plan a FCCLA Families First project. Plan a PowerPoint presentation for the community to share the results of the information gathered from the interviews and the surveys. As a part of the presentation, share some ways that families can benefit from changing family roles and responsibilities. Complete the *Families First* recognition application. (Communication, Management, Critical Thinking, Leadership, Technology)

Questions for Discussion/Formative Assessment

1. *What TV examples of changing family roles can you identify?*
2. *What do you believe are reasons for changing family roles?*
3. *In what ways do cultural beliefs/traditions affect family roles?*
4. *How have changing family roles changed society in the past twenty years?*
5. *How do you believe family roles will change in the future twenty years?*

Assessments

Paper/Pencil:

1. List roles of family members. (Knowledge)
2. Examine past family roles and infer in writing your ideas about family role changes for the future. (Analysis)
3. Match role definitions from p.124 (*Career and Family Leadership*). (Knowledge)

Classroom Experience:

1. Compare and contrast family roles past and present with a Venn diagram. (Analysis)
2. Utilize the Internet to research family roles past and present. Present your findings to the class.(Application)
3. Develop interview and survey questions that could be used to interview family members and community members about their roles. (Application)

Application to Real Life:

1. Interview family members about their family roles. Survey community members about family roles and role changes. Utilize good communication skills when conducting the interviews and survey. Plan a PowerPoint presentation on changing family roles for the community. Use the *Families First* Recognition Application to score the project. (Application, Analysis)